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TECHNIQUES FOR EFFECTIVE TEACHING.

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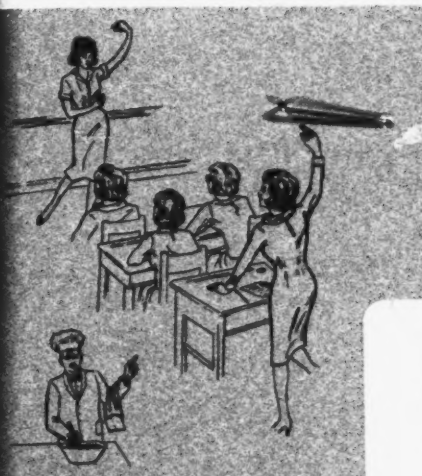
A COMPENDIUM OF WORKABLE AND REASONABLE TECHNIQUES TO PROVIDE TEACHERS WITH ALTERNATIVES IN SELECTING LEARNING EXPERIENCES IS PRESENTED. MATERIALS ARE DESIGNED TO AID TEACHERS AND LEARNERS IN ALL SUBJECT MATTER AREAS. TEACHING TECHNIQUES DESCRIBED ARE (1) THE CASE STUDY, (2) DISCUSSIONS SUCH AS SYMPOSIUM, COLLOQUIUM, BUZZ SESSIONS, AND BRAINSTORMING, (3) DRAMATIZED EXPERIENCES--SOCIODRAMA AND PANTOMIMES, (4) OUTSIDE THE CLASSROOM EXPERIENCES SUCH AS FIELD TRIPS AND INTERVIEWING, (5) INDIVIDUAL STUDY SUCH AS PROGRAMED LEARNING, (6) SHOWING-TELLING-TRYING OUT, (7) FUN-IMAGINATION-CREATIVITY WHICH INCLUDES GAMES AND JINGLE WRITING, AND (8) PROJECTION TECHNIQUES. EACH TECHNIQUE INCLUDES THE INFORMATION--WHAT IT IS, WHEN AND HOW TO USE IT, AND ADVANTAGES AND DISADVANTAGES. ADDITIONAL INFORMATION SOURCES AND A BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR 75 CENTS FROM DEPARTMENT OF HOME ECONOMICS, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (FP)



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Techniques for Effective Teaching

DEPARTMENT OF HOME ECONOMICS
National Education Association / 1966

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Techniques for Effective Teaching

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INTRODUCTION

LIKE ULYSSES on his years-long journey through uncharted and peril-infested waters, the American teacher often faces the next day as if it were a sea of unknowns. Where will he find the "right moment" to introduce the next topic to be considered? What are the learners in his classroom *really* thinking and feeling? Is there a "best" way to evaluate the accomplishments of the past several weeks? How can the objective under consideration be achieved most efficiently? Why do the learners seem involved and active on one day and less than enthusiastic on the next?

This booklet is designed to help the teacher answer these questions. Better still, it is a compendium of workable and reasonable techniques that can serve as alternatives in the crucial decision-making area of selection of learning opportunities.

The teacher in today's school is perhaps confronted with an even more perplexing challenge than that faced by Ulysses. The Greek adventurer obviously was not concerned with the passing of time; indeed, even Penelope waited for her husband with a wavering but resolute patience. Unlike the mythological attitude toward days, months, or even decades, time is crucial in a modern classroom. Society, the learners, the school—none of these are willing to wait . . . and wait . . . and wait for the evolution of that moment of inspiration which will guide the teacher toward the resolution of a problem or difficult learning situation.

We are impressed with efficiency of time, space, and materials. We want the optimum learning in the minimum time. We seek the economic actions that will promote the highest levels of understanding. We expect the innovations in programed instruction and electronic media to save us time, personnel, and space. The reader will discover many time-saving and efficiency-oriented activities in these pages: proper use of audiovisual instructional aids, organizational patterns for meaningful discussions, and ways of developing an understanding of the thoughts and feelings of pupils.

This is a booklet designed for all teachers. It is not tied to a subject matter field or oriented toward a particular point of view on curriculum and instruction. This material can be used as a reference by home economics teachers, mathematics teachers, and elementary teachers in self-contained classrooms or nongraded schools—it is meant for all teachers and all learners.

The techniques described in this booklet are not meant to be prescriptive. They are carefully analyzed, practically realized, and time-tested practices that can be placed into an overall theory of instruction at the proper moment. This is the teacher's decision, and it is a crucial one. Let us never for an instant believe that the achievement of an objective, the realization of a purpose, or the resolution of a problem is either accidental or coincidental: Somewhere there has been a meeting of the student with the learning

environment—producing the desired change in behavior. In some classrooms these changes are common occurrences that are, in large part, due to thoughtful consideration by the teacher. These are the classrooms in which one can find an operant rationale for teaching that is efficient, viable, and effective.

It is hoped that the techniques described on the following pages will be used, when appropriate, in a particular instructional situation. The decision to use a technique largely will depend upon preliminary plans made with regard to data the teacher has gathered on the learner, his society, and the subject matter under consideration. To effectively carry out these plans the teacher must have at hand a wide variety of techniques and methods that consider the educational objective. The work of Goodlad, Tyler, Bloom, Taba, Schwab, and others has directed the teaching profession toward a careful analysis of the educational enterprise.[1] These enormously important contributions must not be ignored. They must be examined, used, and evaluated. The classroom teacher cannot afford to dismiss educational theory by saying that it "isn't practical" or that it "won't work in my school." Practice must be tied to a viable theory—there must be a valid reason for doing what we do.

There can be no doubt that the information in this booklet will be useful. It will be doubly useful and, more important, highly significant to the learner if used selectively as an adjunct to a carefully formulated theoretical basis of instruction.

As teachers, let us not listen to a siren's song advocating practicality over carefully defined theory, but, instead, let us combine the artistry of the teaching-learning act with the developing science of education to produce an exciting *and* theoretically sound learning climate.

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[1] See the bibliography for selected references related to curriculum and instruction.

CASE STUDY

CASE STUDY, CASE PROBLEM, CASE SITUATION

What It Is: Presentation of a problem based on a specific situation.

When To Use It:

To stimulate discussion of an intimate social relationship in an impersonal way.

Planning for Its Use:

Explain the problem clearly, completely, and in terms the group can understand.
Outline the points to be considered in discussing the problem.

How To Use It:

Select a case study that includes several problems being considered by the class.
Allow time for pupils to read the case study thoroughly.
Form buzz groups to discuss the pertinent problems and make suggestions for solving them, or have a general discussion of the case study.
Weigh and evaluate carefully each fact presented for consideration.
Draw conclusions carefully.
Summarize discussion contributions and suggestions.

Advantage:

Makes it possible to discuss intimate situations in an impersonal manner.

Disadvantage:

Interest is not sustained unless the specific case has a close relationship to the group.

ANECDOTE, ANECDOTAL RECORD, OBSERVATION CASE STUDY

What It Is: Written description of a person's behavior in a specific situation.

When To Use It:

To give teacher or students insight into cause and effect of behavior.

Planning for Its Use:

Direct efforts toward a brief, clear description of the behavior of an individual in a single situation over a specified period of time.

Schedule activity so that incidents can be recorded while they are still vivid.
Stress the importance of omitting any personal appraisal or interpretation from the recording.

How To Use It:

Obtain available background information.
Record the date of the incident.
Describe the incident objectively and accurately.
Interpret the incident tentatively on the basis of present data.
Summarize behavior shown by data.
Recommend possible courses of action.

Advantages:

Students learn to express themselves objectively and accurately.
Students acquire insight into their own behavior.

Disadvantages:

Sampling does not represent a complete record of the person's behavior.
Students must be assisted in viewing the sample as indicative only of typical behavior.

DISCUSSION TECHNIQUES

CLASS DISCUSSION, LARGE-GROUP, OR GENERAL DISCUSSION

What It Is: Discussion carried on whenever an entire group—or a total of seven or more persons—gathers as one unit.

When To Use It:

If group is too small to divide into subgroups.
When for various reasons it is more desirable to keep group as one unit.
When a total group needs to deliberate ideas following a small-group discussion, a talk, a film, or a symposium.

Planning for Its Use:

Arrange the room so that the group will sit in a circle, square, or diamond facing each other.
Have leader—teacher or student—sit within the group with members on either side to create an air of informality and to help the group take more responsibility.
Make plans flexible, but keep some specific things in mind.
Plan several key or leading questions and think of possible answers; leader should have broad knowledge of topic.

Plan an introduction or presentation of the problem to attract attention, challenge thinking, and break down any hesitation of group members to speak.
Plan for wise use of the time allowed to discuss each subtopic.

How To Use It:

Introduce problem in a stimulating manner.
Keep problem before group at all times by having leader guide the discussion and keep comments relevant to the problem or topic.
Place responsibility for an effective discussion with *each* class member and not with the leader alone.
Talk only enough to stimulate the group—an opposing idea might stimulate further thinking and contribution, but an opinion might stifle thinking.
Summarize at the end to stress important points, to help students organize ideas, and to enable students to see how much they have accomplished.

Advantages:

Keeps the group together—everyone knows what is happening.
Involves the total class in exploring an idea.
Gives the entire class a chance to check on any particular idea that may be presented.
May stimulate critical thinking.

Disadvantages:

Produces fewer ideas than the small-group method.
Moves slowly and is likely to get sidetracked.
May be easily dominated by a few talkers.
Prevents some group members from speaking: the larger the group, the fewer there are who feel free to speak.

CIRCULAR RESPONSE OR CIRCLE DISCUSSION

What It Is: Group members sit in a circle and make contributions to the discussion as their turns come in the circle.

When To Use It:

To open a topic or a unit or for evaluation.
To encourage participation of every group member.

Planning for Its Use:

Arrange seats in a circle.
Plan topics and leading questions for discussion.
Plan tentatively for a summary.
Select a recorder for the discussion.
Select a timekeeper.

How To Use It:

Seat the group in a circle.
Introduce the topic to be discussed.
Begin the discussion with the person on the leader's right.
Proceed to the right around the circle until each person has had an opportunity to talk.
Keep time so that no one speaks more than one minute at each turn.
Record each contribution to the discussion.
Summarize the main points after the topic has been adequately covered.

Advantages:

Encourages everyone to participate.
Prevents monopoly of the discussion by a few people.

Disadvantages:

May exhaust problem before the end of the circle if the group is very large or if the problem is too narrow.
May stifle spontaneous contributions by some group members.

BUZZING, DISCUSSION 66, OR SMALL-GROUP DISCUSSION

What It Is: Breakdown of a large group into small subgroups for greater participation in the discussion.

When To Use It:

As the basis of the entire class period.
To precede or follow a talk, a film, a sociodrama, or a panel.
To draw out pupils' ideas and to find out what they want when planning a program of work.
To find out what pupils want to know about a particular topic.

Planning for Its Use:

Decide how the large group will be divided into small groups.
Allow enough time for each group to put down several ideas, but not enough time to exhaust the topic.

How To Use It:

Tell the entire class briefly what you plan to do and how you plan to do it.
Divide the class into subgroups of six or less.
Buzz for the allotted time.
Consolidate findings and have the small groups report back to the entire class.

Have a total-group discussion follow the reports.
Call the attention of the group to its accomplishments.

Advantages:

Invites and encourages everyone to participate in a situation in which he feels free and comfortable.
Places responsibility on every individual to think about the problem and make a contribution for its solution.
Provides a quick means of pooling ideas or experiences or of bringing out questions and problems of group members.
Increases group unity.

Disadvantage:

Works only if group members have had enough experience with topic to formulate good answers or good questions.

PANEL OR ROUND TABLE

What It Is: A speaker-audience technique in which four to six persons carry on a discussion of a topic among themselves and the audience listens in on the discussion.

When To Use It:

To present opinions rather than facts.

Planning for Its Use:

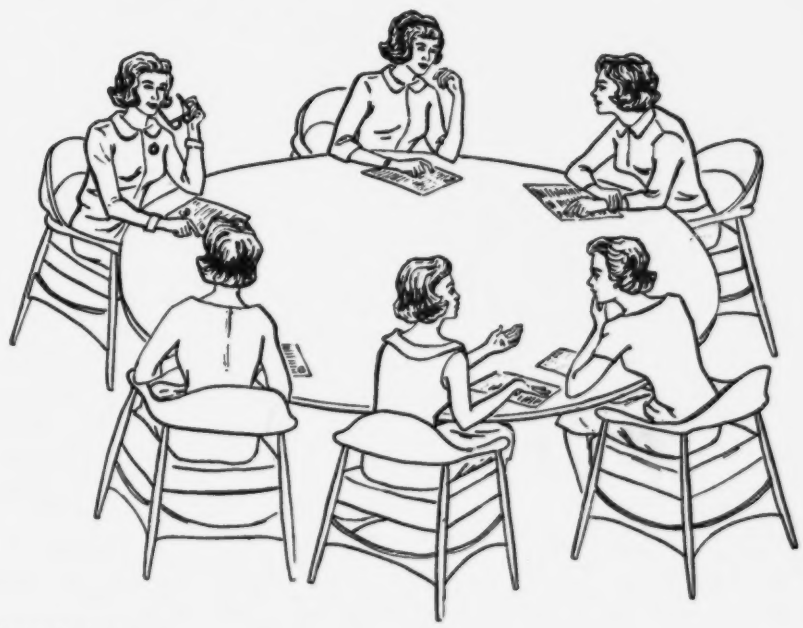
Plan seating arrangement so that panel members can see each other and the audience can see them.
Prepare the leader to introduce panel members and topic and to raise stimulating questions.
Prepare the leader to keep the panel on subject and help it move on to a new question when the main ideas have been brought out about the one being discussed.
Prepare the leader to lead the audience in a discussion or question-and-answer period following the panel presentation.
Help the chairman and group members to allot responsibility for securing information and for devising graphic aids and demonstrations for presentations.

How To Use It:

Have the leader state and clarify the problem to be discussed.
Have the panel members discuss the topic freely among themselves while the audience listens.
Have the leader end the panel discussion after a half hour, summarizing the points and asking for questions or discussion from the audience.

Advantages:

Has an element of suspense as to what will happen next.
Raises questions and answers as the audience thinks of them.
Creates interest and participant involvement through fast-moving questions and answers.
Can cover a large amount of ground under a skillful leader.



Disadvantages

Does not lend itself to a systematic presentation of a topic.
Leaves many questions only partially answered.
Presents opinions rather than facts.
Must be well planned in order to be successful.
Requires members who can speak freely and think clearly and quickly.

Variations:

The procedure may be formalized by having the speakers request permission from the leader or moderator when they wish to talk.
The leader may ask each panel member to express his opinion in three or four minutes and then stimulate a free discussion among panel members.

SYMPOSIUM

What It Is: Two or more brief talks presenting different phases of the same general topic; usually followed by a discussion or question period.

When To Use It:

In place of lecture.

Planning for Its Use:

Divide a large group into subgroups.
Have each subgroup discuss a different phase of the general topic for a few minutes.
Organize a symposium composed of the chairmen of the subgroups.
Open the topic for general group discussion after the presentation of each symposium member or have the members form a panel for further discussion among themselves.

How To Use It:

Members may briefly present answers or opinions of a topic or question.
Members may raise questions or problems which arouse interest, but leave the answers to the discussion period that follows.

Advantages:

Introduces a wider variety of experience and knowledge of the subject than a lecture.
Creates some suspense as the audience wonders what the next person is going to say, particularly if the subject is controversial.
Helps to hold attention and interest by changing speakers and breaking up the time span.
Encourages greater involvement on the part of the audience than a lecture.

Disadvantages:

May consist of opinions rather than facts unless members are well informed about topic.
May not provide thorough coverage of the topic.

FORUM

What It Is: A speaker-audience technique in which two or more speakers present talks on the same subject.

When To Use It:

To present opposing sides of a controversial question.

Planning for Its Use:

Select speakers who are well informed.
Provide adequate time for each speaker and for a discussion after the speakers have finished.

How To Use It:

Have each speaker present his case to the audience for consideration without trying to tear down the other speaker's case as in a debate.
Follow with a question-and-answer period in which members of the audience direct their questions to a particular speaker.

Advantages:

Excellent way to present the various sides of a controversial issue.
Usually interesting to the audience because the topic is controversial.
Change of speakers tends to break up the period and make it seem short.

Disadvantages:

Speakers may not spend their time on the issues that are of greatest concern to the audience.
Success is largely dependent upon the ability of the speakers.

COLLOQUIUM

What It Is: Two panel groups, one consisting of resource persons; the other, class members.

When To Use It:

When class is interested in a broad or controversial topic and could benefit from the knowledge or opinions of various resource persons.

Planning for Its Use:

Select resource persons (3 or 4) for their particular knowledge of and interest in the subject to be discussed.
Choose audience representatives (3 or 4) who are interested in the problem and have the ability to ask appropriate questions and to make intelligent comments.
Advise panels to make advance preparation to assure efficiency in performance and to use time judiciously.
Appoint moderator to guide the discussion of the panels.

How To Use It:

Both panel groups remain seated before the audience.
Audience representatives present the problem and ask questions of the experts.
Resource members serve as consultants to contribute their opinions on various aspects of the subject.
Moderator encourages the general audience to participate whenever it desires.

Advantages:

Permits direct audience representation on an equal footing with the experts, thus giving the general audience an intimate feeling of association with the resource group.
Motivates the experts to consider more closely the needs of the audience, which in turn stimulates the latter to listen more carefully and to participate more freely.

Disadvantages:

If resource persons have differences of opinion, they may tend to discuss these and neglect questions from audience representatives.

When several resource people are needed, it is often difficult to arrange a meeting time that is convenient to them and to the class.

QUESTION AND ANSWER

What It Is: Asking and answering questions in a discussion setting, carried out by the class itself or in conjunction with resource persons.

When To Use It:

If new material or technical matters with which the group has had little or no experience is to be discussed.

If the combined knowledge of the group members is greater than that of the leader or resource person.

Planning for Its Use:

Consider how to make the situation comfortable for all group members so participation will be easy.

Plan clear and concise key questions.

Determine the answers that should be forthcoming for each question.

How To Use It:

Questions may be introduced by the leader, who calls upon the group for answers.

Questions from the group may be answered by the leader or a resource person.

Questions from the group may be turned back to the group for answers.

The leader may raise questions which he either answers himself or calls upon a resource person to answer.

Advantages:

Questions stimulate participants to think regardless of who asks them.

Questions and answers are particularly useful in situations needing clarification.

Group members develop ability to pinpoint important information when formulating questions.

Occasional use of resource persons heightens group's interest in the questions and aids retention of the answers.

Disadvantages:

It is often difficult to capture and hold interest of all group members.
Group members of limited ability may have difficulty understanding both the questions and answers, and may have difficulty retaining information.
Other techniques should accompany this one.

OPPOSING PANEL

What It Is: Use of two panels, one to ask questions and one to answer them.

When To Use It:

To avoid rehashing what is already known, to get at the unknown, or to obtain interest and involvement.
As a review technique or as an evaluation technique.

Planning for Its Use:

Plan questions and answers that should be covered.
Plan how the large group will be divided into small groups.
Plan seating arrangement.
Plan time.
Consider who will summarize.

How To Use It:

Divide the group in half, designating one half as the "question raisers" and the other half as the "question answerers."
Divide each half into groups of four to six persons.
After announcing the topic, assign the question raisers the job of getting down some questions and the question answerers the job of anticipating the kind of questions which they might have to answer.
Designate self as one of the question answerers—this will enable teacher to contribute as one of the group.
Allow time for preparation and for subgroups to pool questions or answers; supervise this group work.
Call on question raisers to ask their best questions, letting the question answerers give the answers.
Have question raisers add to the answers themselves if they are dissatisfied with the answers given.
Repeat the same procedure as long as time permits.

Take a few minutes at the end for leader or group summary to call attention to high points, group interest, and group productiveness.

Advantages:

Avoids the known overworked material and moves into the unknown and unclear items.
Introduces a friendly competitive element between the "question raisers" and the "question answerers."
Provides opportunities for both groups to go through the same process in the preparation period—they think of both the question and its possible answers.
Creates interest and gets total participation.

Disadvantages:

Encourages students to try to trap each other with questions about obscure information rather than that which it is important to know.
Better students tend to do the thinking for both sides of the panel.

BRAINSTORMING

What It Is: A creative technique for getting useful ideas through imagination rather than through reasoning.

When To Use It:

To accumulate a quantity of alternative ideas.

Planning for Its Use:

Decide how to present the problem and the technique to the class.
Establish the procedure to be followed throughout the brainstorming session.
Plan for a summary.

How To Use It:

Appoint a recorder to write all ideas suggested.
Introduce the problem to be solved by brainstorming.
Ask group members to offer any idea on the problem that comes to mind—the wilder the idea, the better.
Have class refrain from criticism of an idea during the session.
Screen and appraise suggestions after the ideas seem exhausted.
Summarize possible solutions to the problem.

Advantages:

Promotes creative thinking.
Provides variety and fun in the classroom.

Disadvantages:

Procedures may be difficult for some students to follow.
Technique is often successful with only the more able students.

GROUP WORK

What It Is: Organization of pupils into small groups to work on a class assignment or project.

When To Use It:

To accomplish excessive amounts of work.
To reconcile differences of opinion.

Planning for Its Use:

Make necessary physical arrangements.
Be sure that resources on hand are adequate for group needs.
Carefully allot time for the activity.
Clarify the purpose of the group work.
Organize for careful division of labor.

How To Use It:

Determine problem to be solved by the small groups.
Select group members.
Have groups work together according to plan for the predetermined length of time.
Have each group summarize its findings.
Have each group report findings to entire class.

Advantages:

Adds interest and encourages participation.
Helps the busy teacher.
Helps develop desirable personality traits.
Gives talents and abilities a chance to expand.
Encourages students to express themselves freely.
Provides opportunity for individuals to practice cooperative behavior.

Disadvantages:

Groups gain little if teacher lacks insight or neglects preparation.
The value of interpersonal relationships is overlooked if committee work is just "busy work."
Specialization of subject matter is often too minute.
An autocratic teacher may lead the group so that individuals are not free to undertake responsible action.
An autocratic student may dominate the group.

DRAMATIZED EXPERIENCES

SOCIODRAMA OR ROLE PLAYING

What It Is: Spontaneous acting out a situation by two or more persons who show the emotional reactions of the people in the situation as they perceive them. Students play various roles using only the information they already have concerning how the role should be played. There is no script, no rehearsing, and no memorizing of lines.

Two major types of sociodrama are *actualization* and *role playing*. *Actualization* is acting out a particular situation, with the actors being themselves in character throughout. *Role playing* has three types: (a) role reversal—the participant is given the role of a person with whom he usually interacts; (b) character role acting—the participant becomes a specific character other than himself and acts within the situation as he thinks that particular person would act; and (c) position role playing—the participant, who is not given any facts about the character, fills them in as he interprets them.

When To Use It:

To develop insight into some problems of human relations that are difficult to obtain in any other way.
To handle situations which might otherwise be heavily charged with emotion or which class members might feel guilty or embarrassed to discuss.
To help students look objectively at their own behavior.
To provide a common experience about which the class can talk.
To test alternative methods of working in a group or handling a situation.

Planning for Its Use:

Plan the problem situation.
Provide descriptions of the characters involved.
Prepare large name cards for the characters.
Determine tentative questions to be emphasized in the discussion.
Decide how participants will be selected.

How To Use It:

Select a specific problem situation.
Describe the characters who are to be involved.
Select characters by volunteer or assignment.
Give the characters large name cards.
Give participants a little time for preparation.

Bring the remainder of the class into the picture by having them select a character or two to follow to see whether they agree on the way the roles are interpreted by the participants.
Describe the setting and let the action begin.
Continue action until various characters have had a chance to respond two or three times and to make their positions clear. Stop while interest and participation is still high.
Follow with questions and discussion. The leader may ask a character how he felt when a certain thing happened; he may ask the class how they would have felt in the same situation; or he may ask the participants which of the alternatives demonstrated would work best and why.

Advantages:

Interests both participants and observers.
Gives participants an opportunity to express their feelings.
Fosters group cooperation.
Develops initiative on the part of the participants.
Stimulates participation and involvement.

Disadvantages:

Self-conscious students may not be spontaneous in acting out the roles.
Participants may not get into the spirit of the role playing.
Audience may laugh and make remarks about the actors or they may be indifferent.
Participants who fail to think quickly or who are unable to express themselves may be ineffective.

SKIT OR PLAYLET

What It Is: A small play planned and rehearsed ahead of time. The actors take a role described for them, recite dialogue written for them, and use the action designated for the various parts.

When To Use It:

To add clarity and interest.
To emphasize without oversimplifying.
To pose new questions for thought.

Planning for Its Use:

Select a skit that is related to a class topic and that will emphasize or clarify it.
Select characters by volunteer or assignment.
Plan tentative leading questions for discussion following the skit.

How To Use It:

Introduce the skit to the class (audience).
Have class decide on questions to be answered from the skit.

Have characters either memorize or read their parts.
Discuss the skit in terms of the questions formulated before the performance.

Advantages:

Can provide thoughtful values and serious content because of the experience and research of the professional writer.
May be written by pupils in the class.

Disadvantages:

Some skits have ready-made answers.
Plays may merely sugar-coat subject matter.

PANTOMIME

What It Is: A variation of role playing, differing from it in that the characters do not talk. Gestures, facial expressions, and vivid action take the place of words in the portrayal of situations and character roles.

When To Use It:

To learn how one's feelings and actions are expressed without words.

Planning for Its Use:

Similar to preparation for sociodrama or role playing.

How To Use It:

The basic considerations for this technique are much the same as those described for role playing.

Two types of performance are possible: (a) a brief pantomime involving two or three characters in a carefully selected situation, such as a demonstration of *"do's"* and *"don't's"*; and (b) a longer pantomime involving more characters and requiring an unobserved announcer who briefly describes the action as it takes place.

Advantage:

Adds variation to the role playing technique.

Disadvantage:

Situations may not be clearly understood and may become boring to observers.

EXPERIENCES OUTSIDE THE CLASSROOM

FIELD TRIP

What It Is: A planned visit to points outside the regular classroom.

When To Use It:

To develop appreciation and understanding of things as they really are and to secure information at its source.

To help bring school and community programs into closer relationship.

To begin a new lesson or unit or to culminate one.

Planning for Its Use:

Make a preliminary survey, with a list of situations, points of interest, etc., to be seen.

Estimate the length of time involved and the round-trip schedule.

Obtain consent from the school administrator to make the trip.

Decide whether the entire class or a selected group should go.

Make arrangements with authorities at the destination point.

Plan transportation route in detail and arrange financing.

Arouse interest in the trip.

Discuss with pupils the problems that the trip can help solve.

Make the purpose or purposes of the trip clear to the pupils.

Develop background by consulting reference materials.

Work out with pupils the specific points to observe during the trip.

Set up with pupils the standards for safety and behavior.

Prepare and distribute to pupils any materials that can be used profitably in the course of the trip.

How To Use It:

The field trip consists of three parts: a discussion period for planning the trip, the trip itself, and a second discussion period to summarize and evaluate what was seen and learned.

The teacher should guide the group by suggestions and questions to recognize the things which they should observe carefully, mingle with them on the trip, and be very observant himself.

The discussion period following the trip should be used to—

Summarize what was seen.

Make comparisons.

Draw conclusions about what was learned.

Determine the value of the total experience to the group in answering the questions asked before the trip.

Raise questions for further study.

Advantage:

Versatile in that it can be used to arouse interest at the beginning of a lesson or unit, to clarify learning, or to culminate a unit.

Disadvantages:

The time necessary for some trips takes pupils away from other classes.

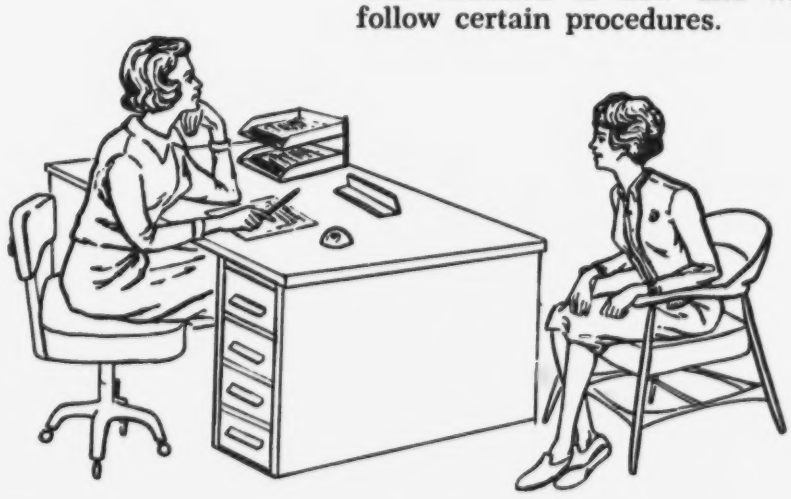
May waste time unless thoroughly planned.

INTERVIEWING

What It Is: A way for students to obtain information outside the classroom that is related to current classwork.

When To Use It:

When it is desirable to find out how people think and feel regarding a particular situation or how and why they follow certain procedures.



Planning for Its Use:

Make arrangements in advance to give the person to be interviewed an opportunity to think about the subject to be discussed and to insure an unhurried, successful meeting.

Have students prepare their questions beforehand—two or three informal questions will keep the interview focused on the subject, and a series of short-answer questions can be recorded during the interview.

How To Use It:

Conduct interviews singly, in pairs, or in groups of not more than three students, to avoid confusion.

Emphasize the importance of neatness to avoid the unfavorable impression that careless dress and a sloppy appearance may give.

Have students get their interviews off to a good start with a friendly greeting, giving their names—if they are not known to the person being interviewed—and the reason for their visit.

Caution students against arguing, interrupting, or taking exception to anything said during the interview; they should listen with courteous attention.

Prepare students to terminate their visit if the person being interviewed becomes inattentive or seems reluctant to carry the conversation further, even though they might not have obtained all the information they desire.

Have interviews terminate with an expression of thanks and appreciation; this essential courtesy must not be omitted.

Students should prepare a summary of the interview as soon as possible after their visit—impressions tend to fade and important points may be forgotten if too much time elapses before the summary is made.

Essential points listed in the summary can be reported to the class for general use.

Advantages:

May be a valuable contribution to learning when used broadly to include people of different ages and from various walks of life.

Students develop poise and self-assurance in meeting people and acquire a better understanding of those they meet, in addition to obtaining helpful information.

Disadvantage:

Often requires quick thinking and the ability to ask clear, concise questions and, therefore, is successfully used with only the more able students.

INDIVIDUAL STUDY

SUPERVISED STUDY

What It Is: Students work under supervision on teacher-made assignments, student-initiated activities, or individual projects.

When To Use It:

When the class does not do homework effectively.
When references are scarce.
When the search for information on a topic needs guidance.

Planning for Its Use:

Plan for individual and common assignments.
Prepare questions or study guides.

How To Use It:

The teacher helps each student with his work. In many classrooms, half, and sometimes more than half, of the instructional period is used for supervised study; the remainder, for discussion, explanation, and the like.

The common assignment: In classes where the level of achievement is relatively equal, a common assignment may be given to the class. Frequently when silent reading is part of the assignment, the teacher provides the students with a list of questions or study guides, either mimeographed or written on the board. As individual pupils encounter difficulties, the teacher helps them. This help should be both diagnostic and evaluative in nature so that the difficulties are identified and methods of overcoming them are devised. Merely giving correct solutions is poor practice.

The achievement-level assignment: The teacher's task in organizing assignments at three or four levels of difficulty and still providing a core of common activities in which the whole class participates is both time consuming and difficult. It requires thorough familiarity with the characteristics of the students and also with the materials. In making achievement-level assignments, the teacher uses his best estimate of the achievement levels of the various students. However, unless they complete most of the assignments, this procedure will not prove of value.

Flexible individual assignment: Some teachers prefer to make flexible individual assignments that make the students themselves

responsible for choosing among various activities in accordance with their interests and abilities. To be effective, the flexible assignment must incorporate a broad range of activities and must provide for student initiative to operate in selecting them. A minimum core of assignments may be required from all students.

Advantages:

Meets varying needs and interests of students.
Helps pupils acquire individual skills and work methods.

Disadvantages:

Loses its value unless well planned.
Some teachers do not really supervise or direct the study.

PROGRAMED LEARNING

What It Is: A fusion of learning and testing through a series of questions and answers presented by teaching machines or programed textbooks.

When To Use It:

To increase the productivity of both teacher and students when groups are large and individual ability is varied.

Planning for Its Use:

Teacher must decide which subject matter can be covered successfully by this method and what supplemental experiences should be included.
Depending on the number of machines or books available for student use, a plan for organizing the class must be made.
Consideration must be given to the different amounts of time individuals will need to learn by this technique, and a plan for next steps must be made for all students.

How To Use It:

A student reads a sentence or paragraph that offers information in the form of a definition, explanation, or example.
A question based on this information follows directly, and the student immediately writes his answer in the space provided.
If he is working with a programed learning book, he tests his accuracy by moving a masking slide down the page—or, in some books, by turning the page—to reveal the correct answer. New information and more questions follow.
If he is working with a teaching machine, he turns a knob to advance a scroll on which "frames"—units of information, questions, and answers—are printed.

Advantages:

Breaks up material into small, simple steps and arranges them into a logical, cumulative order.
Involves continued active participation of student, who is forced to think of answers as he progresses.
Tells student immediately whether he is right or wrong.
Immediate confirmation of a student's work not only gives him pride in his work but also helps him retain the right answer.
Encourages students to give right answer at first try.
Allows each student to progress at his own pace.
Teacher can devote more attention to individuals since programed instruction frees teacher from tedious hours of drilling in basic materials.
Teaching machines help prevent cheating, since a student cannot change his answer once he has written it in the machine and advanced the scroll to check his accuracy.

Disadvantages:

The type of learning that takes place with this technique is limited.
Programed learning seems better suited to certain fields of subject matter than to others.
Thorough preparation of programed materials is time consuming.

SHOWING—TELLING—TRYING OUT

EXHIBIT

What It Is: A visual technique to facilitate learning.

When To Use It:

To supplement classroom teaching.
To arouse interest in a new subject or activity.
To teach a lesson by itself.
To summarize and fix in the pupil's mind the activities that have been completed.

Planning for Its Use:

Decide who will prepare the exhibit—teacher and/or students.
Determine possible content of the exhibit.
Assemble materials (paper, stapler, tacks, chalk, etc.).

How To Use It:

Teach students some guiding principles of good display.
Check with students on their ideas and encourage their creativity.

Decide what idea is to be taught.
Decide which visual techniques will most effectively teach the idea (captions, photographs, cartoons, objects, models, etc.).
Plan for attention-getting color, line, and texture.
Prepare the exhibit.
Evaluate the results.

Advantages:

Can effectively emphasize and exemplify main concepts.
Can focus attention on subsidiary ideas.
Can teach something even to the casual visitor or viewer.

Disadvantages:

Preparation of displays may take up time that could more profitably be used for other teaching techniques.
Because ideas for display must be presented simply, the display may degenerate into a presentation of an idea so simple that it does not need to be taught.

Variations:

School-made exhibits, inside or outside of the classroom.
Bulletin boards.
Posters.
Chalkboard.

LABORATORY

What It Is: Practical application of principles and methods.

When To Use It:

To develop manipulative and managerial skills.
To provide for the acquisition of needed information.
To develop thinking and skill in observation.

Planning for Its Use:

Plan the laboratory lesson so that its relationship to the unit or project being studied will be evident.
Set up objectives for the lesson and determine how they can be made clear to the students.
Establish with students orderly procedures for the work to be done.
Help students to plan how they will use materials, equipment, and time.
Appoint or have class select a committee for handling equipment, keeping records, and cleaning up.
Assist students in anticipating and guarding against dangers and difficulties that may arise.

Try to determine before the lesson which students may require special help in the laboratory.
Designate a period for evaluation of the laboratory experience and plan with students what form the evaluation will take.
Help students to foresee the generalizations that should result from the laboratory lesson.

How To Use It:

Divide the laboratory lesson into three parts: a planning period, an activity period, and a summary-and-evaluation period.
Devote the planning period to helping students establish goals for the lesson and procedures to be followed.
During the activity period, supervise the individual or group work; be alert to the needs of all students so that too much time is not spent with any one individual or group.
Use the discussion period to summarize and evaluate with the class the accomplishments of the lesson.

Advantages:

Makes it possible to correct students' mistakes when they make them.
Gives opportunity to develop manipulative skills under guidance and supervision.
Gives opportunity for personal help and guidance for each pupil.
Allows the teacher to find out if the pupils can effectively and efficiently apply generalizations or principles.
Holds interest.

Disadvantages:

May be more expensive than other techniques because of the cost of materials for student use.
Less information may be taught in a laboratory lesson than in some other techniques.
Fewer students work effectively in the laboratory unless the room is unusually large.
Dawdling, wasting time, and dragging a job out are undesirable habits which may be formed in laboratory work.
If groups are large, some pupils may not get the actual experience.

DEMONSTRATION

What It Is: Presentation of ideas, skills, attitudes, processes, and other intangibles.

When To Use It:

To provide information, to create interest, or to develop standards of work by showing how a process is carried

through; may be presented by teacher, resource person, or students.

Planning for Its Use:

Plan the demonstration in three parts—the preparatory period, the demonstration itself, and the follow-up period.
Carefully estimate the materials needed for the demonstration, using a check list of necessary equipment to prevent distractions.
Rehearse the demonstration before someone ignorant of the subject, if possible: he can tell how much he understands and can guide the demonstrator accordingly.
Outline the main steps on the chalkboard before the class begins, to save time.
Consider seating arrangement and lighting—be sure that everyone can see and hear.
Distribute written materials *at the end* of the demonstration to assure that audience's attention is directed only toward what is being done.

How To Use It:

Set the tone for good communication and establish rapport.
Keep the demonstration simple.
Stay on the subject.
Check continually to see that the demonstration is being understood.
Take time to ask questions of the students and encourage them to ask questions whenever something is not completely clear to them.
Limit the time for the demonstration to prevent students from tiring of it.
Keep summarizing the points that are made: A good demonstration involves telling as well as showing and doing.
Hand out written materials at the close of the demonstration, when students will be ready to look at them.
Discuss what was learned after the demonstration.
Give written tests or have practice periods to indicate if the purpose was accomplished.

Advantages:

Interest is aroused when a process is visualized.
Learning is clarified when verbal explanations are accompanied by visual ones.

Disadvantages:

Time to plan and set up a demonstration is not always available.
Practice is necessary for skillful presentation.

Variations:

Demonstrations may be done with chalkboard, flannel board, models, apparatus, etc.

REPORT

What It Is: An individual pupil or a group technique for presenting information which is generally not found in the textbook and which usually supplements other work done in class.

When To Use It:

To stimulate thinking and to save time.
To provide for development of individual skills.

Planning for Its Use:

Have several possible topics from which students may choose.
Specify time length for reports to be given.
Give individual guidance where needed (where to find material, what to include, etc.).
Specify a due time for reports far enough in advance to allow for investigation as well as for becoming familiar with the process of finding and compiling material.
A chairman may be appointed to introduce speakers and announce their topics.
Plan time after each report for questions or discussion.

How To Use It:

The report is given by the pupil or the group while the remainder of the class listens and takes notes.
After the report, questions may be asked or there may be a discussion.
Evaluate learnings from the report and evaluate the presentation of the report.

Advantages:

Pupils learn more effective use of the library and other resources.
Aids the development of students' resourcefulness and originality.
Great variety of subjects can be covered in a short time.
Pupils get the experience of making a plan and executing it.
Pupils get experience in critical thinking and reasoning.
Helps in developing poise and self-confidence.

Disadvantages:

Reports lose value when assigned as "busy work."
Some pupils will not accept responsibility of this nature and will not do the work.
A broad field is sometimes covered superficially.
Some pupils do not like to be before the class.
Reports may be poorly prepared and boring if presented to the rest of the class.

RESOURCE PERSON

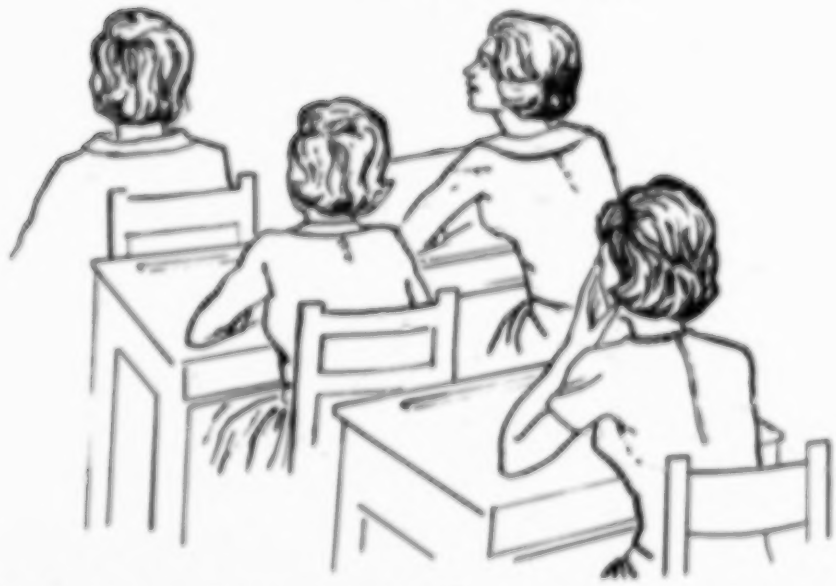
What It Is: Someone other than the teacher or class members presents, or contributes to, the lesson. Resource persons may be experts, community members with practical knowledge, other faculty and school personnel, or students from other areas.

When To Use It:

To provide a change of pace for the classroom which will emphasize and add interest to the learning experience.
To use the contributions of the expert or experienced person.
To stimulate interest.

Planning for Its Use:

Before inviting a resource person, obtain enough information to know what to expect in the presentation.
The teacher or pupils extend invitation to the resource person.
Let the guest know the size of class, the age level, when, where, and how long the class meets.
Outline the points you would like the resource person to cover.



Tell the class in advance that the guest is coming, why he is coming, and the points he will discuss.
Have class do preliminary work on the subject.
Discuss possible outcome of the presentation the day before.
The class may prepare a list of questions to ask the resource person.

Appoint class members to serve as assistants to the speaker or to introduce him to the class.
Have a pupil lead the discussion that follows the presentation of the resource person.

How To Use It:

Resource person may (a) lecture or talk, (b) participate in symposium or panel discussions, (c) give a demonstration, (d) be a member of an interview team, (e) act as consultant to the class, or (f) participate in informal class discussions.
Demonstration or lecture by the guest may be followed by questions or by class discussion.
Class should express appreciation for the contribution of the resource person.

Advantages:

Contacts with different people stimulate pupils and foster appreciation.
Resource persons often bring ideas and viewpoints not found in print.
Students are able to have some information clarified.
The technique furthers understanding and helps develop good relationships between school and community.
The experience usually motivates pupils.

Disadvantages:

The resource person is often not effective unless the experience is carefully planned.
The guest may not cover the points expected.
It may be difficult to find experienced people for the particular area you want covered.
The guest may not do a good job of presentation.

The guest may not do a good job of presentation.
The pupils may not be responsive.
A teacher may use this technique too often.

FUN — IMAGINATION — CREATIVITY

GAMES

What It Is: Competition among individuals or groups of individuals to facilitate learning.

When To Use It:

To add interest to certain aspects of classwork, such as learning new terminology

or modifying undesirable work habits, which might otherwise be boring.
To summarize or review information previously covered.

Planning for Its Use:

Decide whether the competition will be between individuals or groups and the method of selecting players.
Determine the rules of the game.
Plan the subject matter to be covered.

How To Use It:

Divide the class into teams.
Explain the game and relate the rules.
Play the game.
Summarize the subject matter covered.

Advantages:

Provides an opportunity for students to see familiar material in a new light.
Sometimes motivates and sustains interest and increases retention.

Disadvantages:

Competitive situations provide opportunities for bright students to surpass other members of the class.
If one wrong answer eliminates a participant and prevents him from further participation, the usefulness of the game is defeated.
Time involved often overbalances the learning that takes place.
Value of competition as a motivation for learning is questionable.

JINGLE WRITING

What It Is: Creative writing of rhymes.

When To Use It:

To emphasize important points in a lesson.
To develop creativity in students.

Planning for Its Use:

Determine the extent to which the class topic is suited to jingle writing.
Decide how to create interest in writing jingles.

How To Use It:

Assign the topics that the jingles might cover.
Explain that no special organization, type of structure, or particular talent is needed to write jingles.
Encourage students to realize that creativity develops through practice.

Advantages:

Helps students remember important points.
Helps students develop a sense of rhythm and the ability to manipulate words.
Provides personal satisfaction.

Disadvantages:

May be difficult to motivate students to write.
May take more time than is warranted by the value received.

PROJECTIVE TECHNIQUE

What It Is: Use of a stimulus to encourage students to discuss spontaneously and without inhibition their personal and social problems, and real-life situations.

When To Use It:

To help change attitudes and beliefs and to help solve problems of personal and social adjustment.

Planning for Its Use:

Select purposeful stimuli.
Determine the points that can be made through discussion after students have responded to stimuli.
Plan for a summary.

How To Use It:

Pictorial technique: Pictures related to specific topics are shown to pupils. Pupils are asked to make a story about the picture telling what has led up to the event shown in the picture and describing what is happening at the moment, telling how the characters feel, and giving the outcome. In the case of a blank paper, pupils are asked to imagine some picture on the paper, describe it, and then tell a story about it.

Word association technique: A series of disconnected words are presented, to which pupils are told to respond by giving the first word that comes to their minds.

Sentence completion technique: Generally, only the opening words are provided regarding a selected topic. Pupils are asked to complete the ending.

Story completion technique: Story completion generally provides one or more brief descriptions of dramatic incidents, unfinished plots, or conflict situations, each of which is to be used by the pupil as a nucleus for telling his own story. Pupils might be asked to answer questions pertaining to each incident, such as "What did he (or she) do and why?" and "How did he (or she) feel?" The major areas of conflict may include family, opposite sex, social

and friendship relations, vocation, religious and moral beliefs, and health.

Argument completion technique: Pupils are given cards, on each of which is printed a brief description of the beginning of an argument between two or more persons. In each case, the pupils are to continue the argument to its termination, employing realistic dialogue. This technique is especially good for controversial subjects.

Advantages:

Helps pupils to reveal their characteristic ideas, attitudes, aspirations, fears, worries, aggressions, and the like.
Teacher may obtain information about pupils not readily available in other ways.
Tends to divert the pupil's attention from himself and thus reduces embarrassment and self-consciousness.
Pupils learn to express themselves freely.
Imagination is developed and appreciated.
Vocabulary may be enlarged.

Disadvantages:

If specific goals are not pursued, the technique can become "play" for pupils.
The teacher or other students might inadvertently ridicule or unduly comment on revealing statements made by pupils.
The stimulus (picture-story-argument, etc.) must be of high caliber and well chosen in order for the technique to be effective.

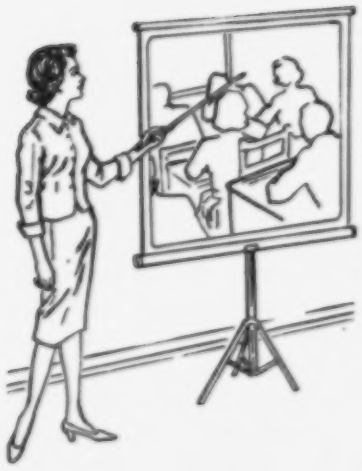
PROJECTION TECHNIQUES

FILMSTRIP, SLIDE, AND OPAQUE PROJECTION

What It Is: Projection of still pictures, whether transparent or opaque, for viewing and teaching.

When To Use It:

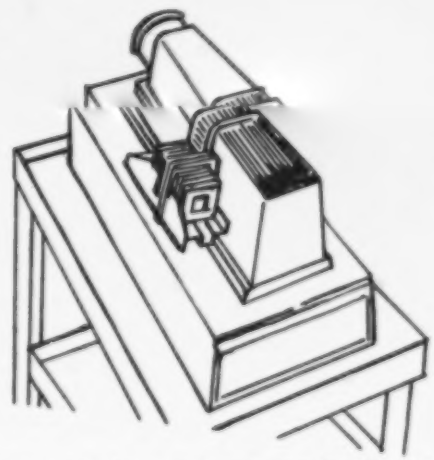
To stimulate discussion.
To introduce or review a lesson or a unit.



To give detailed instructions.
To promote retention of knowledge.
To reinforce, supplement, or introduce a demonstration or a field trip.
To heighten interest.
To gain insight into the problem under study.
Opaque projector can be used to project onto a screen any nontransparent picture or to transfer outline material to the chalkboard or to a large sheet of paper or cardboard.
Filmstrips and slides made by teacher, students, or commercially can be projected onto a screen or wall.

Planning for Its Use:

Preview the filmstrips, slides, and opaque pictures and decide on emphasis.
Plan the lesson so that teacher and pupils are prepared in advance: every participant should know the specific purposes of the lesson.
Plan the amount and type of discussion that is to accompany or follow the projected material.



Plan follow-up activities.
Anticipate possible distractions, interruptions, and other problems.

How To Use It:

Arrange the room and set up the projector.
Be sure that slides and/or opaque pictures are arranged in the desired sequence before showing them.
With the class, discuss points to look for and questions to be answered by the showing.
Show the slides, filmstrip, or opaque material.

During the follow-up period, discuss the information gained from the showing.

Advantages:

A large group can see the same picture at the same time.
A picture can be retained on the screen as long as it is wanted, and the pupils can ask any questions about it that they may want to.
The details of the enlarged picture can be readily studied.
Since the room is darkened, attention is focused on the projected pictures.
Relatively inexpensive.

Disadvantages:

Adequate darkening of the room may be difficult to achieve.
The opaque projector is not universally available.
Pupils may not be able to take notes.
There is not always time for individual study.
Problems may arise in operating the projector.
Filmstrips and slides are subject to damage by use.
The fixed sequence in the filmstrip makes it less useful than slides or opaque pictures for certain teaching tasks.

MOTION PICTURE

What It Is: The use of film in teaching.

When To Use It:

To awaken or strengthen interest.
To develop broader understanding.
To awaken desirable attitudes.
To supply information needed for problem solving.
To develop the first stages of either manipulative or judgment ability.
To provide a common experience as a basis for discussion.

Planning for Its Use:

Insure proper physical arrangements in the classroom. Every student must be able to see and hear in comfort, without strain of any kind.
Learn how to operate a projector.
Consider the goals for using a film.
Preview the film and plan the lesson.

How To Use It:

Discuss with class the ways in which the film might help with the subject before them, what to look for in the film, and a list of questions to be answered by the film.
Show the film.

Discuss the film after showing. Film guides offer helpful suggestions.
Plan follow-up activities, which may include further reading, written reports, field trips, practice, and other films.
Evaluate the film for later use.

Advantages:

Provides more learning in less time and better retention of what is learned.
Stimulates other learning activities.
Facilitates thinking and problem solving.
Communicates facts or demonstrates procedures.
Compels attention.
Can bring distant past and present into the classroom.
Arouses interest.
Can present a process that cannot be seen by the human eye.
Provides an easily reproduced record of any event or operation.

Disadvantages:

Incorrect time and size concepts may be obtained.
May be expensive unless borrowed or rented.
Not always possible to preview a film.
Problems may arise in operating the projector.

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